

The Condition of Native Education in 2011

Issue Brief

July 2011

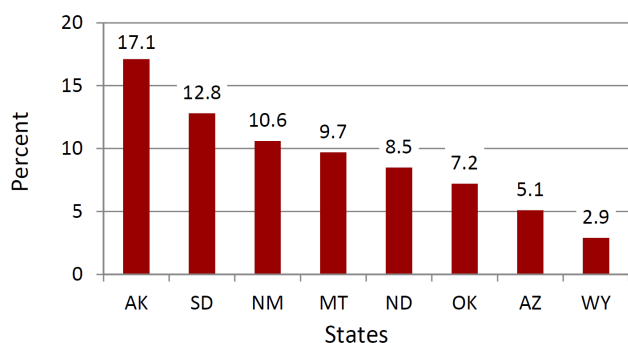
This brief highlights findings from *The Condition of Education 2011* annual report for American Indian and Alaska Native (AI/AN) students (notes in italics in this brief refer to figures and tables in the full report). Overall, the nation's 444,000 Native students in public schools are improving in 8th grade reading and 12th grade math. Improvements are also being made in the dropout rate and the percentage of Native students enrolling in and receiving degrees from degree-granting institutions.

Public School Enrollment

See Tables A-5-1 and A-5-4 in the full report

- ▶ In October 2009, AI/AN students comprised 0.9% (N=444,000) of the nation's prekindergarten through grade 12 public school enrollment.
- ▶ Alaska, South Dakota, New Mexico, Montana, and North Dakota had the greatest percentage of AI/AN students (see Figure 1).

Figure 1: States with the Greatest Percentage of AI/AN Prek-12th Grade Public School Enrollment, 2009

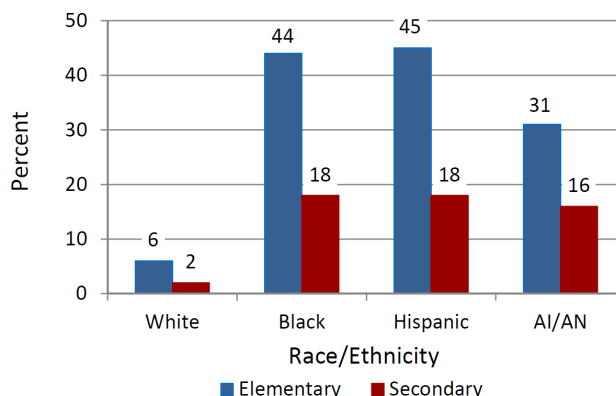


Schools in Poverty

See Figure 28-1 in the full report

- ▶ AI/AN students comprise about 1% of the nation's public school students and about 2% of the nation's students in high-poverty schools.
- ▶ In 2008–09, about 31% of AI/AN students attended high poverty public elementary schools and about 16% attended high poverty public secondary schools (see Figure 2).

Figure 2: Percentage of Students in High Poverty Public Schools, by Race/Ethnicity and School Level, 2008-09



Reading

See Table A-10-2 in the full report

- ▶ *Grade 4:* The average reading scale score in 2009 for AI/AN students was not measurably different from their score in 2007.
- ▶ *Grade 8:* The average reading scale score in 2009 for AI/AN students was **higher*** than their score in 2007 (247 in 2007 and 251 in 2009).
- ▶ *Grade 12:* The average reading scale score in 2009 for AI/AN students was not measurably different from their score in 2005.

**Eighth
grade
reading
and
twelfth
grade
math
scores
improve**

Mathematics

See Table A-12-2 in the full report

- ▶ *Grade 4:* The average mathematics scale score in 2009 for AI/AN students was not measurably different from their score in 2007.
- ▶ *Grade 8:* The average mathematics scale score in 2009 for AI/AN students was not measurably different from their score in 2007.
- ▶ *Grade 12:* The average mathematics scale score in 2009 for AI/AN students was **higher*** than their score in 2005 (134 in 2005 and 144 in 2009).

Language

See Table A-6-2 in the full report

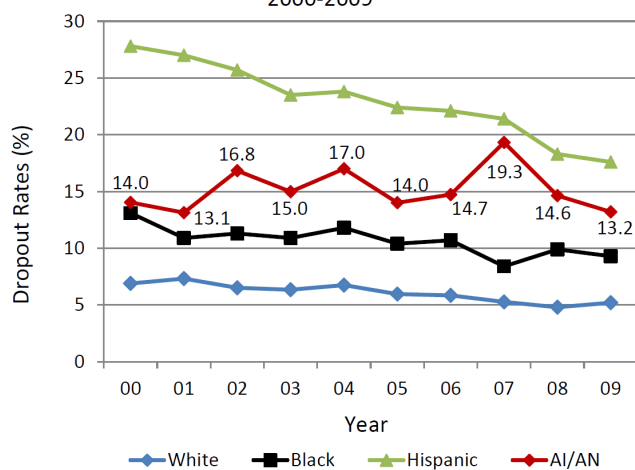
- ▶ In 2009, 15.1% of AI/AN 5-17 year olds spoke a non-English language at home; 2.6% spoke a non-English language at home and spoke English with difficulty.

Status Dropout Rate

See Table A-20-1 in the full report

- ▶ The 2009 status dropout rate for AI/AN students of 13.2% is similar to the 1995 rate of 13.4% and better than the 2007 rate of 19.3%.
- ▶ The status dropout rate for AI/AN students varied between 2000 and 2009 (see Figure 3).

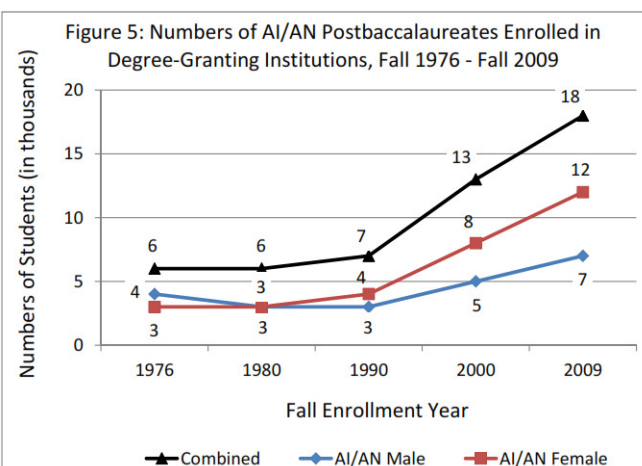
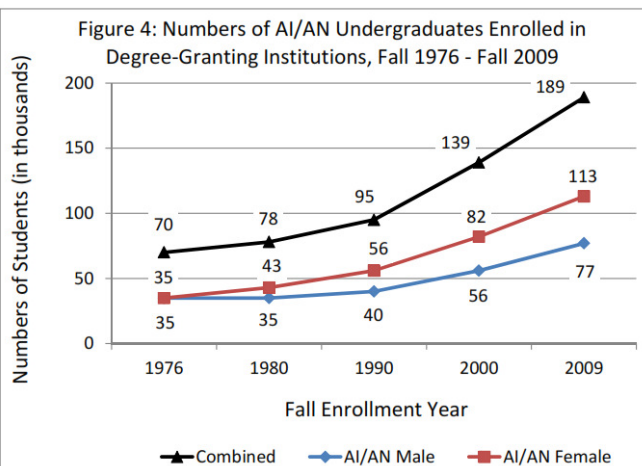
Figure 3: Status Dropout Rates for the Ages 16 to 24 Civilian, Noninstitutionalized Population by Race/Ethnicity and Year, 2000-2009



Higher Education Enrollment

See Figures 8-2 and 9-2 and Tables A-8-3 and A-9-2 in the full report

- ▶ In 2009, AI/AN students comprised 1.1% (N=189,000) of the nation's undergraduate enrollment and 0.6% (N=18,000) of the nation's postbaccalaureate enrollment.
- ▶ The percentage of AI/AN students in the nation's undergraduate degree-granting institutions has increased from 0.7% (N=70,000) in 1976 to 1.1% (N=189,000) in 2009.
- ▶ The percentage of AI/AN students in the nation's postbaccalaureate degree-granting institutions has increased from 0.4% (N=6,000) in 1976 to 0.6% (N=18,000) in 2009.
- ▶ The numbers of AI/AN males lag behind females in both undergraduate and postbaccalaureate enrollment (see Figures 4 and 5).

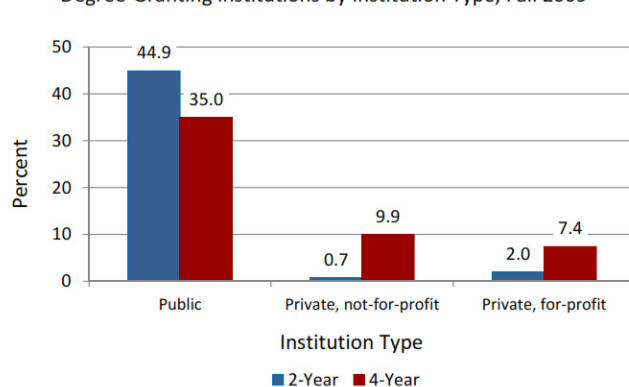


Higher Education Enrollment by Institution

See Table A-39-1 in the full report

- ▶ In fall 2009, 44.9% of AI/AN undergraduate students attended public 2-year institutions and 35.0% attended public 4-year institutions (see Figure 6).

Figure 6: Percentage of AI/AN Undergraduate Students Enrolled in Degree-Granting Institutions by Institution Type, Fall 2009

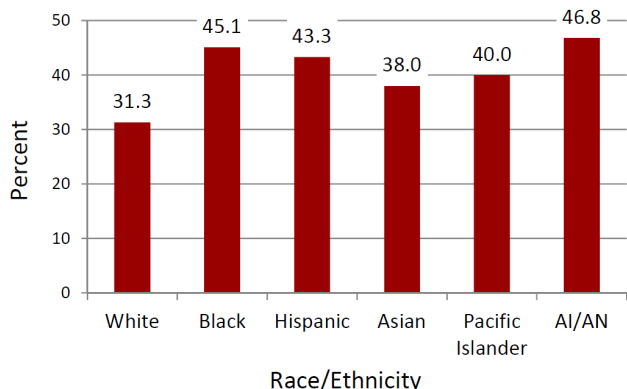


Undergraduate Remedial Course Taking

See Table A-22-1 in the full report

- The percentage of AI/AN first year undergraduate students required to take at least one remedial course was 46.8% in 2007-08, the highest of any other racial/ethnic group (see Figure 7).

Figure 7: Percent of First Year Undergraduates in 2007-08 Who Took a Remedial Course by Race/Ethnicity



Postsecondary Graduation

See Tables A-23-2 and A-23-3

- In 2009, 24.9% of AI/AN students completed a certificate or associate's degree at a 2-year institution within 150% of the normal time required (starting cohort year 2005). Of those graduates, 18.2% are from public, 14.8% from private not-for-profit, and 55.8% from private for-profit institutions. Rates vary by gender (see Figure 8).
- In 2009, 38.3% of AI/AN students completed a bachelor's degree at a 4-year institution within 6 years (starting cohort year 2002). Of those graduates, 35.7% are from public, 49.8% from private not-for-profit, and 17.1% from private for-profit institutions. Rates vary by gender (see Figure 9).

Figure 8: Percentage of AI/AN Students Completing Certificates or Associate Degrees at 2-Year Institutions Within 150% of the Required Time, by Institution Type and Gender

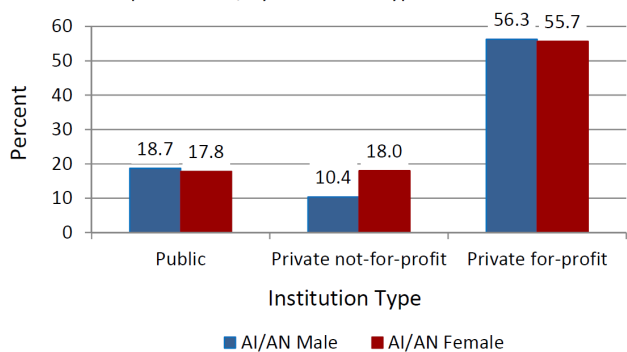
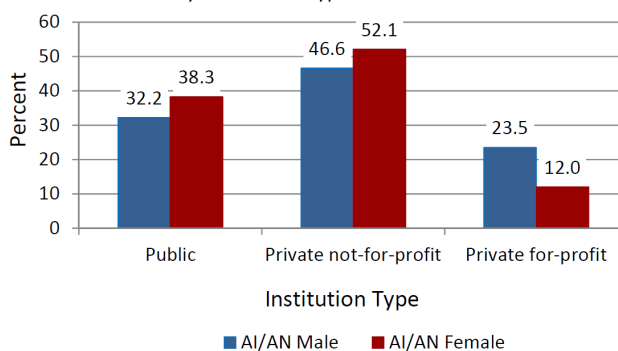


Figure 9: Percentage of AI/AN Students Completing Bachelor's Degrees at 4-Year Institutions Within 6 Years, by Institution Type and Gender



Postsecondary Degree Attainment

See Table A-26-2

- Between 1998-99 and 2008-09, the number of AI/AN students awarded degrees has increased at all degree levels (see Figure 10).
- The percentage of AI/AN male degree recipients lags behind females for all degree levels (see Figure 11).

Figure 10: Percentage Increase in Number of AI/AN Degree Recipients Between 1998-99 and 2008-09 by Degree Level

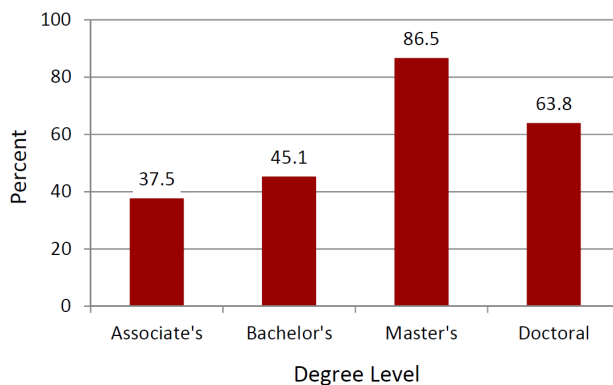
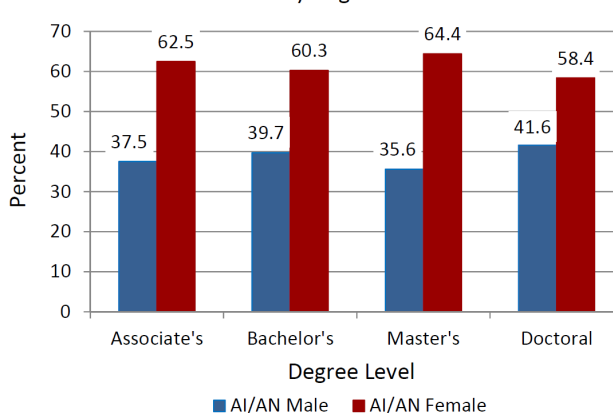


Figure 11: Percentage of AI/AN Degree Recipients in the 2008-09 School Year by Degree Level and Gender

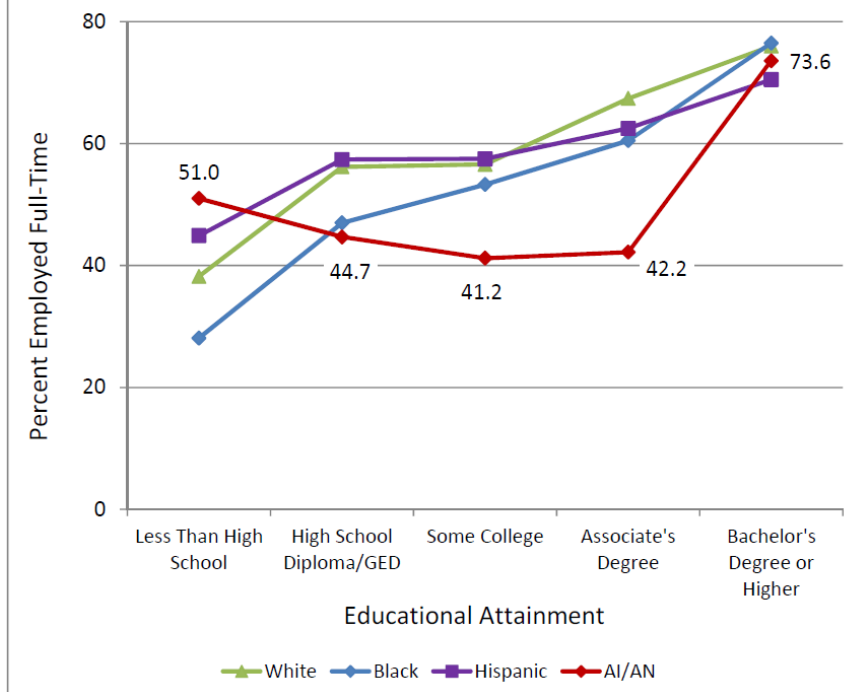


Employment & Earnings

See Tables A-17-1 and A-18-2

- ▶ In 2010, 50.0% of AI/AN adults ages 25-34 were employed full-time, 13.1% were employed part-time, 9.7% were unemployed, and 27.2% were not in the labor force.
- ▶ In 2010, the percentage of full-time employment for AI/AN adults ages 25-34 varied by educational attainment (see Figure 12, other ethnicities included for comparison).
- ▶ In 2009, the median annual income of AI/AN workers ages 25-34 who worked full-time for a full year was \$30,000.

Figure 12: Percentage of Adults Ages 25-34 Employed Full-Time by Educational Attainment and Race/Ethnicity, 2010



Definitions

American Indian or Alaska Native includes individuals having origins in any of the original peoples of North, Central, and South America who maintain tribal affiliation or community attachment.

Status Dropout Rate is the percentage of individuals ages 16 through 24 who are not in school and have not earned a high school diploma or GED. In this brief, the data used are calculated using the Current Population Survey from the U.S. Census.

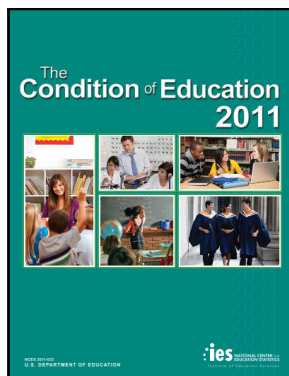
Reference

Aud, S., Hussar, W., Kena, G., Bianco, K., Frohlich, L., Kemp, J., Tahan, K. (2011). *The condition of education 2011* (NCES 2011-033). Washington, DC: U.S. Department of Education, National Center for Education Statistics. The printable version of the report is available at

<http://nces.ed.gov/pubs2011/2011033.pdf>

The electronic version of the report is available at

<http://nces.ed.gov/programs/coe/index.asp>



Notes

* An asterisk next to a statistic indicates that the difference is statistically significant at $p < .05$, meaning there is a 95% chance that this is a true difference.

Prepared by Dawn M. Mackety, Ph.D., Director of Research, Data & Policy. Please refer to the full report for data sources, variable definitions, measures, analyses, table notes, standard errors, and comparisons to other racial/ethnic groups. Comparisons may appear different but may not be statistically significant. Please inform NIEA of any errors in or comments about this brief. This brief is intended as a quick overview and is not meant to be used in place of the full report. This brief is in the public domain. Authorization to reproduce in whole or part for educational purposes is granted.



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